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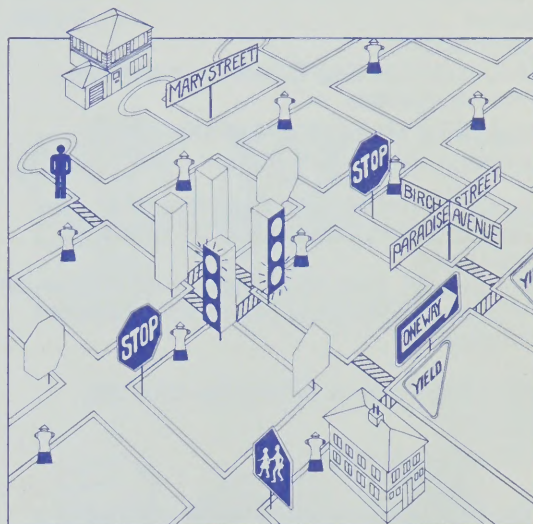


Man In His World

Rivervale

A Community Study

Douglas M. Gray



Fitzhenry & Whiteside Limited

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Man In His World Series

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Rivervale

Understanding Communities

Eskimo-Journey Through Time

Longhouse to Blastfurnace

Stone Age Man

Nomadic Journey

Grassland Safari

Medieval Community

Gifts of the Nile

China

The Greeks

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for each title

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Hello!

My name is Peter.

Hello! My name is Peter Wilson. I live with my mother and father and two sisters at 22 Birch Avenue in the town of *Rivervale*. There are many houses on my street, but the house at number 22 is the one that I call my *home*.

With me are my friends, Jimmy and Sue. They are twins and they live in Apartment 803. The apartment is not a house but part of a very tall building called a *high-rise*. Apartment 803 is the place that Jimmy and Sue call *home*.

Do you know that many workmen are needed to build a house or a high-rise? Do you know that many of them are very *skilled*? Do you know that a skilled workman is trained to do a special *craft*? Some of the workmen pictured here are called *skilled craftsmen*.

1. What is the *skill* or *craft* that each of these men is trained to do?
2. The first six of these workmen are needed to help build Peter's house. Why?
3. Mr. Brown is not really needed in order to build Peter's house. Why, then, is Mr. Brown included on this page?
4. For what reason is Mr. Rose included on this page?
5. How can a *home* be either a house or an apartment?
6. If you were to move from a house to an apartment, where would *home* be? Why?



Peter



Sue



Jimmy



Mr. Powers



Mr. Wood



Mr. Pitt



Mr. Mason



Mr. Waterman



Mr. Tinsley



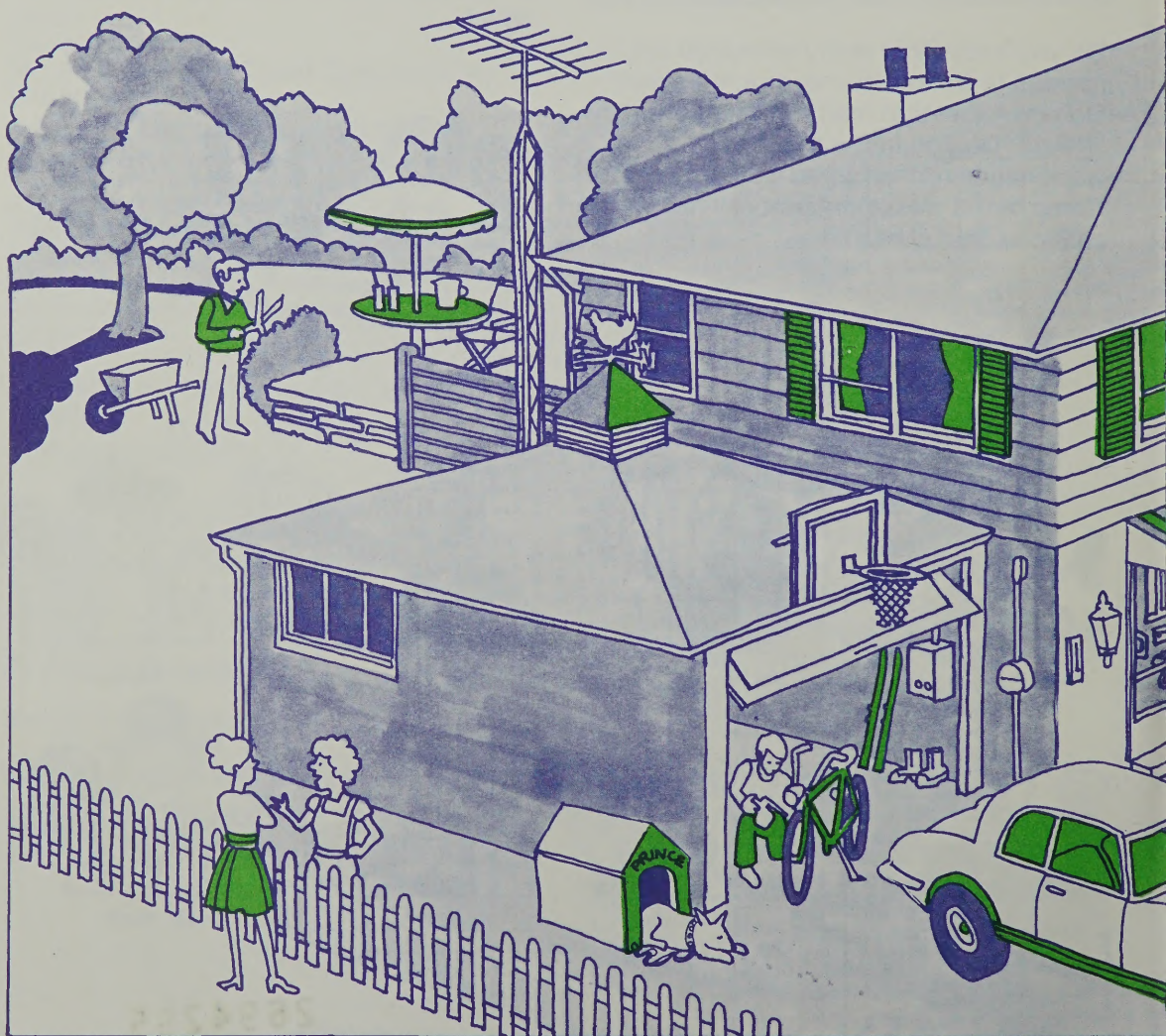
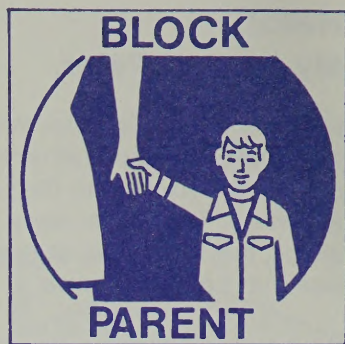
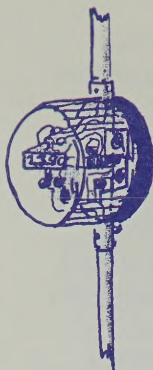
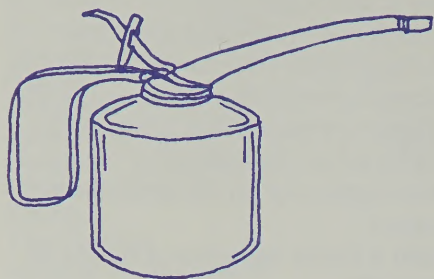
Mr. Brown

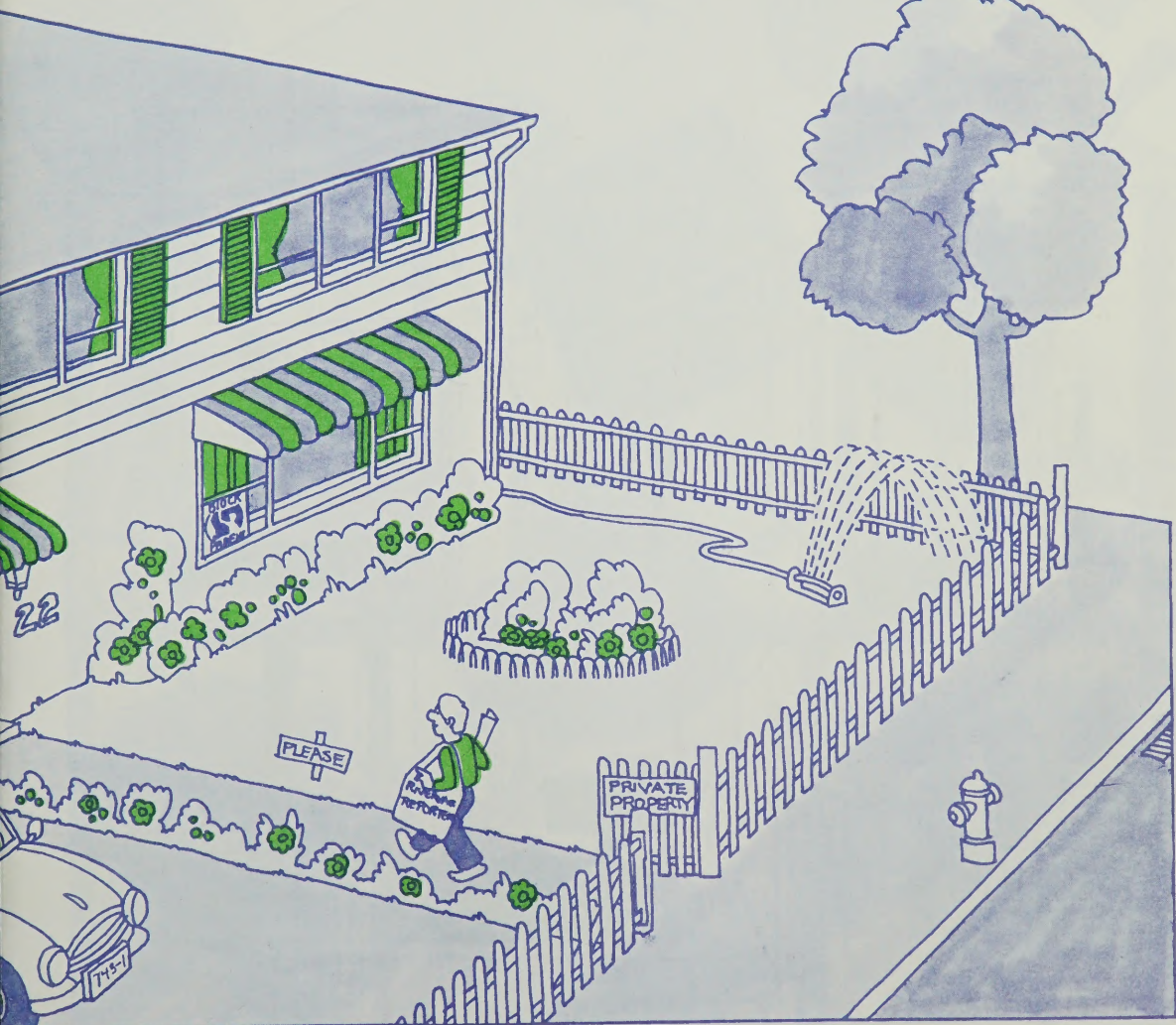
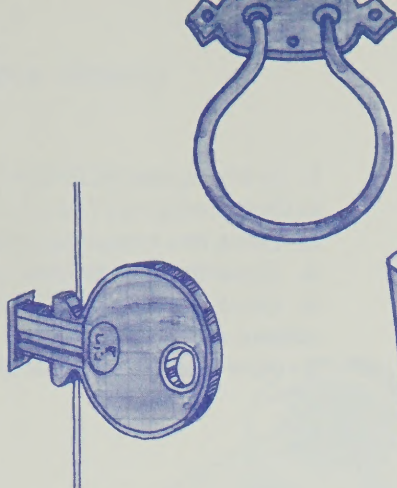
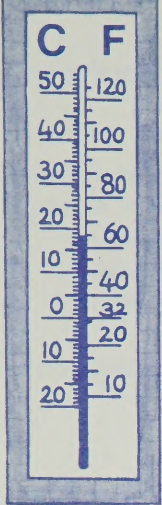


Mr. Rose

2694295

Why live in a house?

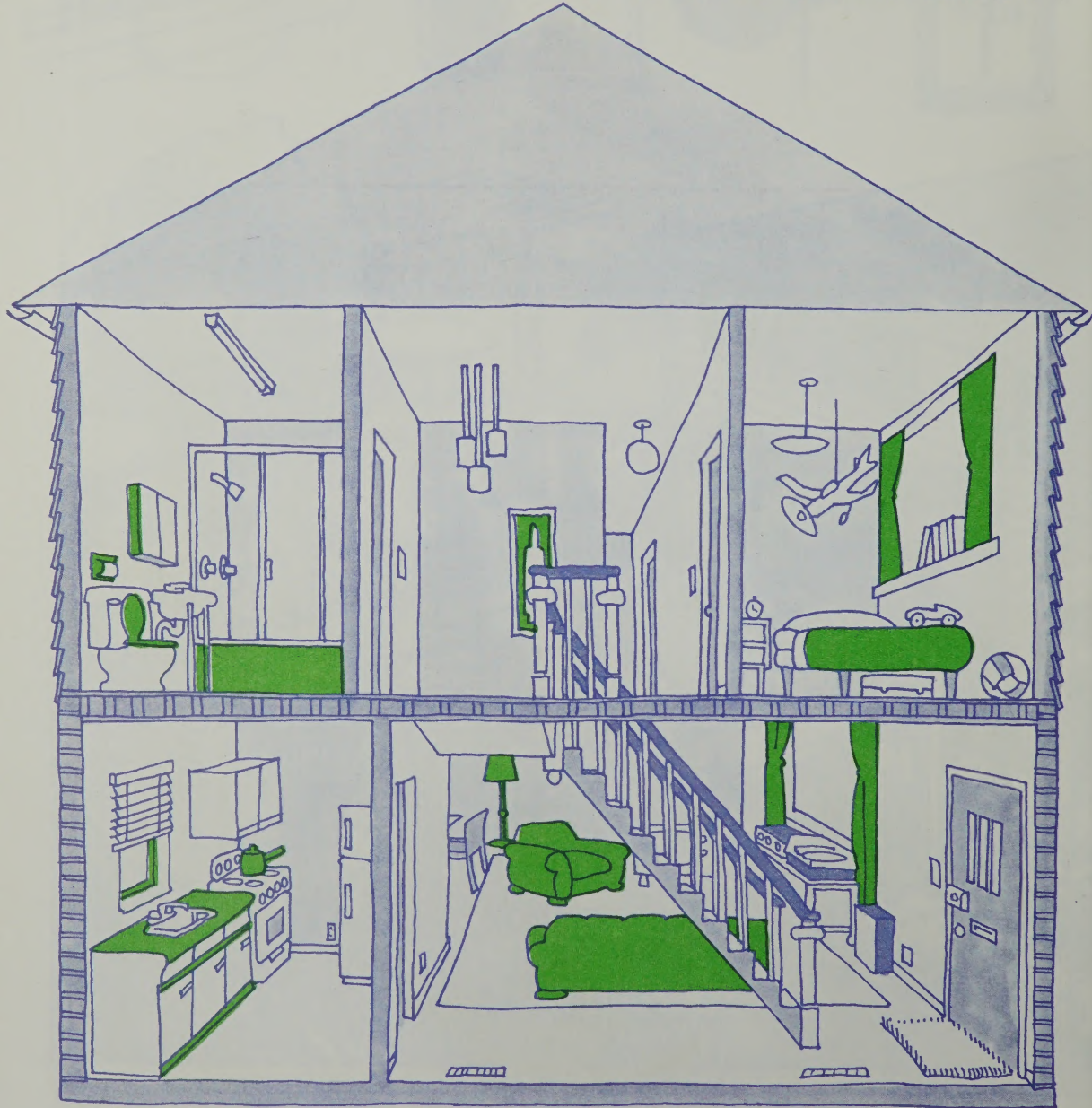




Should we look inside?

Here you see a cut-away drawing of Peter's house. What additional information can you find inside the house that helps you answer the following questions?

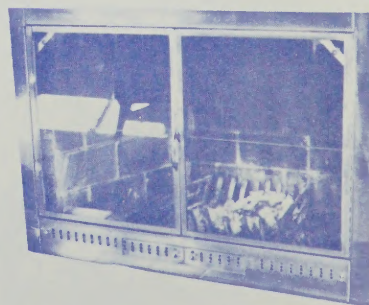
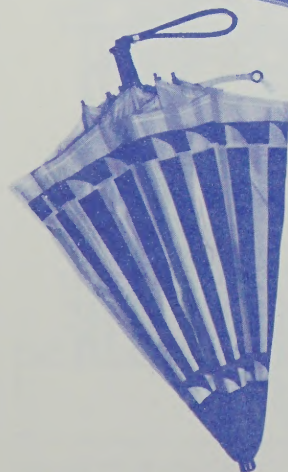
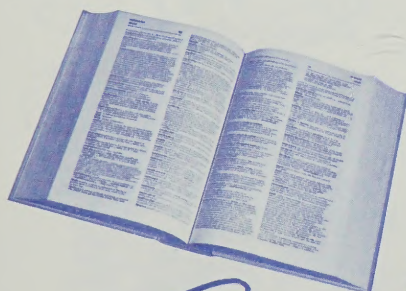
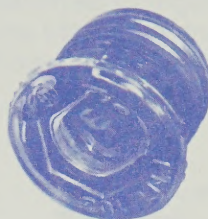
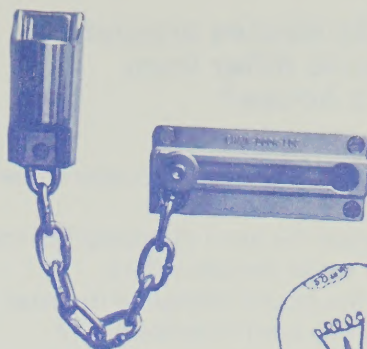
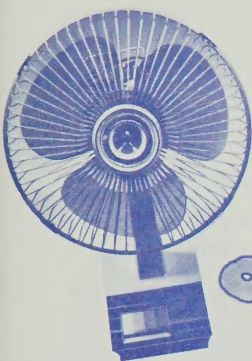
1. Is the house built by skilled craftsmen?
2. Does the house provide shelter?
3. Does the house offer protection?
4. Does the house provide ways of communication?
5. How does the house offer relaxation?



Let's look more closely

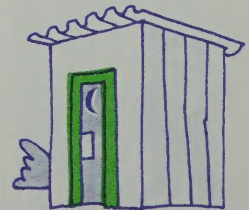
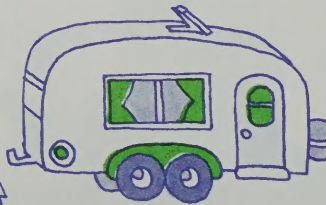
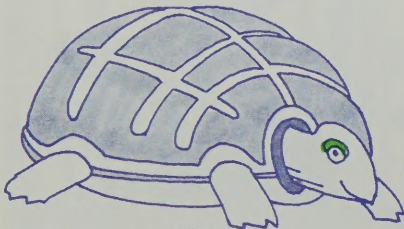
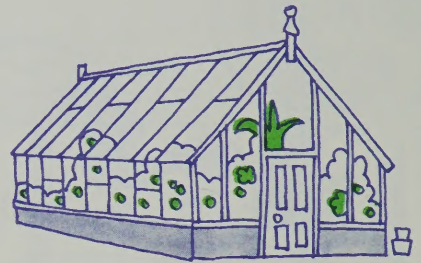
The things you see on this page are all found in Peter's house.

1. Identify each item on this page.
2. How can these things help us?



Why do houses around the world differ from Peter's house?

1. Identify each of the houses shown on this page.
2. Suggest the kind of protection that each of these houses offers. How is the house designed in order to provide this kind of protection?
3. Explain, in each case, why such protection is thought to be necessary.
4. What does each house tell you about the way of life of the people who live in it?
5. A house is meant to give us a place to live. If this is so which of the houses that you see on this page are not really houses?
6. Which of the remaining houses should we remove if we wish to think of the house as a *home*?



Why do houses of other ages differ from Peter's house?

1. Over the years houses have changed. The pictures on this page show you a variety of house styles that belonged to people of the past. Identify each of the houses on this page.
2. Why is each house designed in the manner seen here?
3. The house of 200 years ago is not as fine as the house of 400 years ago. How can this be?



Many thousands of years ago



600 years ago



400 years ago



200 years ago



Thousands of years ago



100 years ago

Jimmy and Sue's home

The large building that you see in the picture is where Jimmy and Sue live. The twins live in the apartment where you see the flower box filled with flowers.

1. Why is the term *high-rise* a good name for this building?
2. Count how many floors it has.



3. What is the number of the floor where Jimmy and Sue live?

Check back and see what information you were given earlier that will tell you for certain.

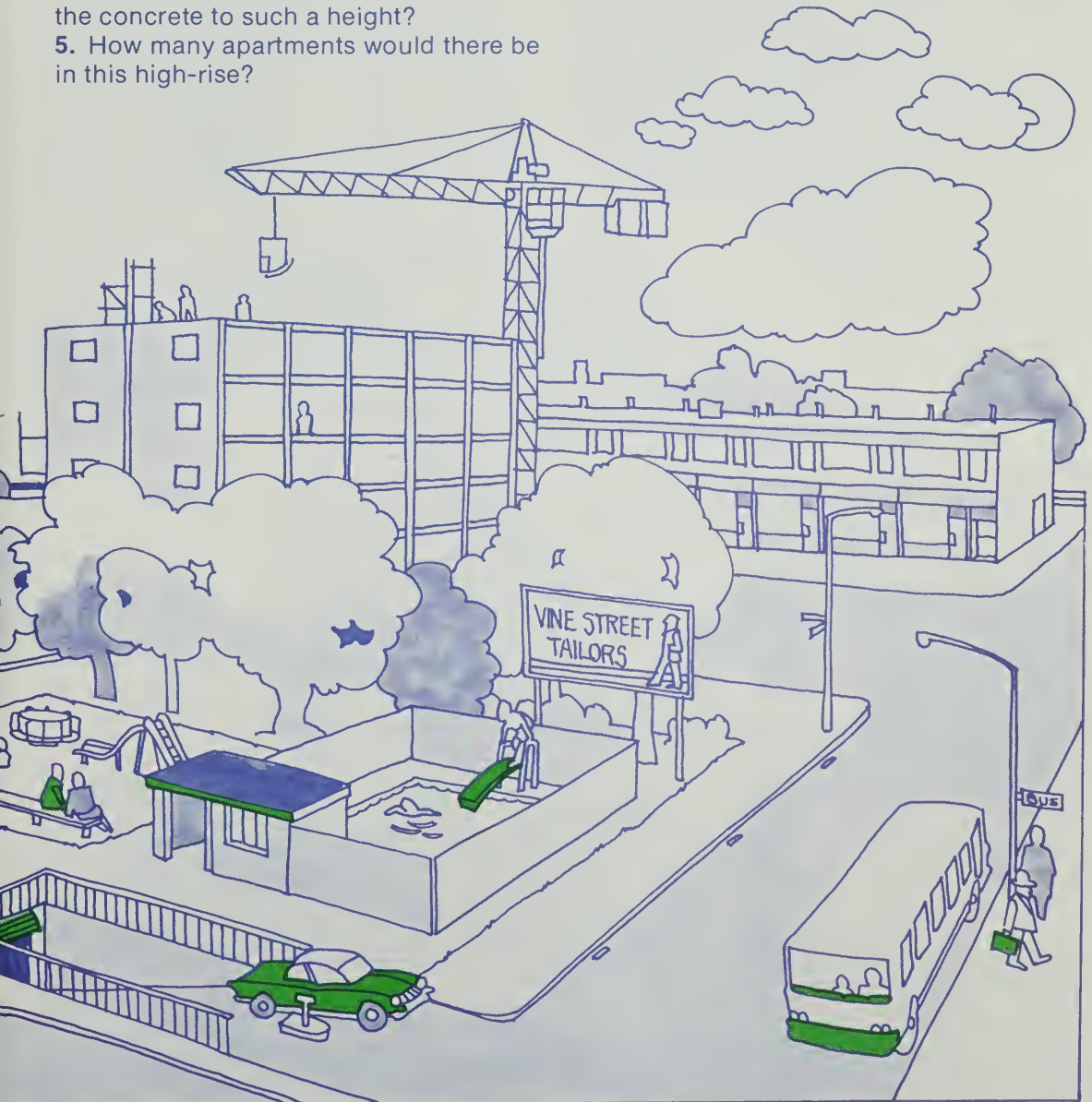
4. The high-rise is built of *concrete*. This material is made from cement and is heavy to move. How could the workmen raise the concrete to such a height?

5. How many apartments would there be in this high-rise?

6. Why would a builder decide to construct a high-rise?

Wouldn't it be cheaper and easier just to build along the ground?

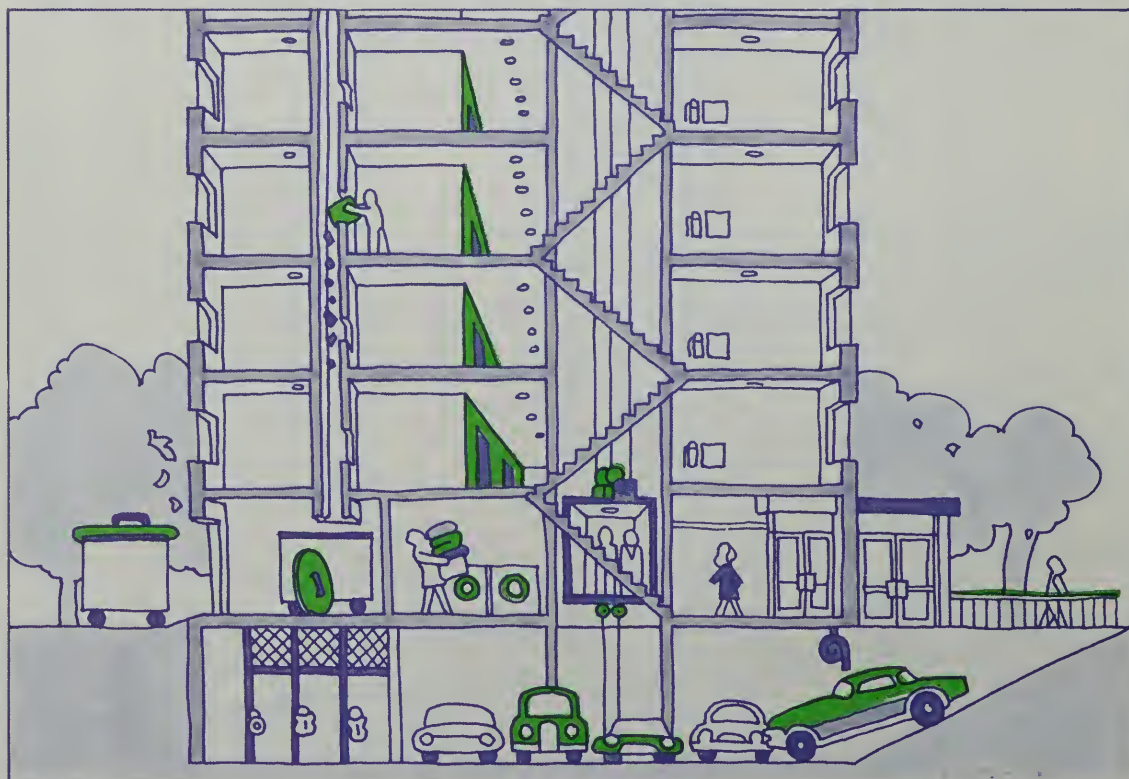
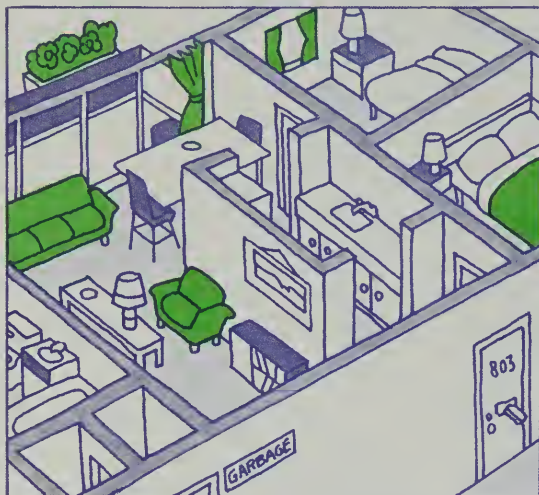
7. Why might Jimmy and Sue's family decide to make their home in a high-rise? Wouldn't a house be better?



Let's look inside

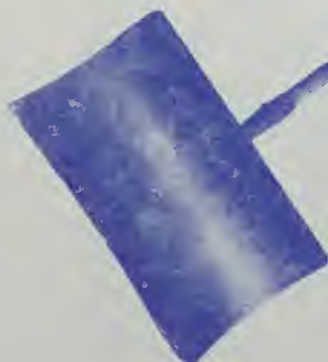
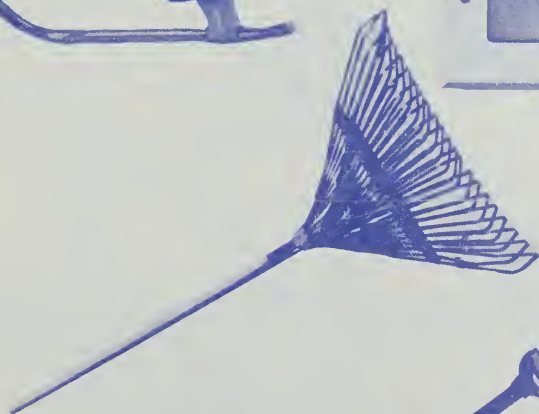
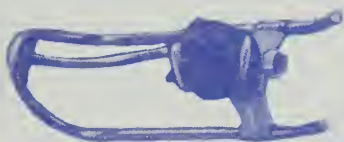
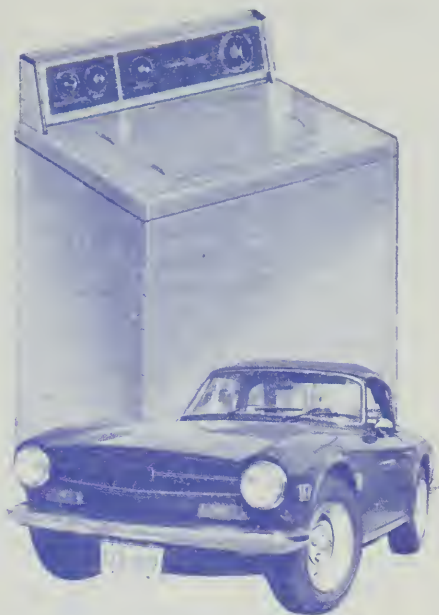
1. What things do you see in the pictures (pages 10 to 12) that could be labelled *Shelter, Protection, Relaxation,*

Communication, and Transportation? Use these headings in preparing your answer.



Things belonging to Peter's house

1. There is one item pictured here that is not found in Peter's house but belongs in the apartment. Which one is it? Why do you think so?
2. There is one other item which could belong at both Peter's house and at the apartment. Which would that be? Why do you think so?
3. Explain why you think each of the remaining items is not likely to be found in each apartment.



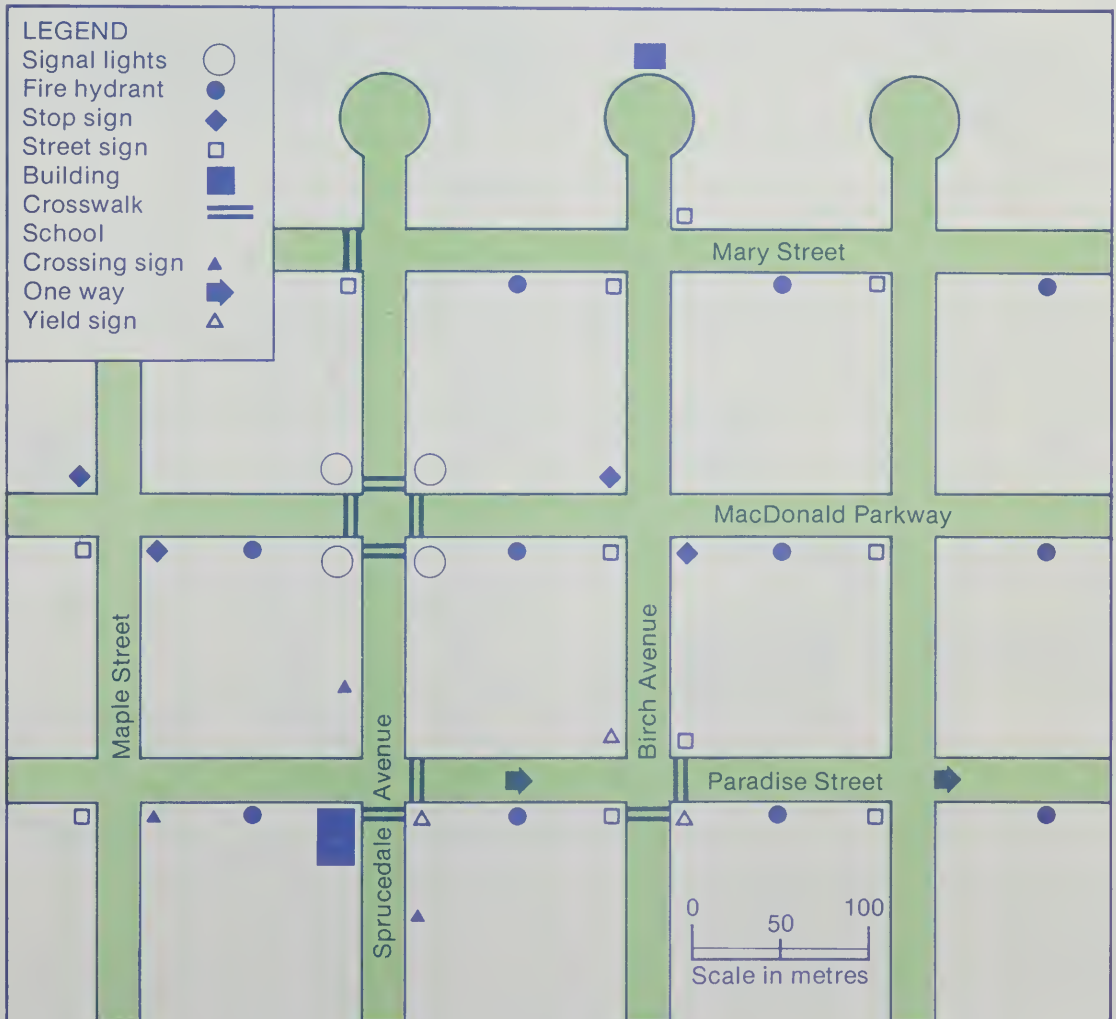
Peter goes to school

1. Locate Peter's house. In the picture you can also find the school that Peter attends.
2. Peter walks to school. Trace the route that he would take. Be prepared to explain your choice of route.
3. Go back over the route and list the various things that *communicate* to Peter through words or sounds or signals.
4. Once again go over Peter's route. This time list the various things that offer Peter *protection*.



1. In what ways is this picture the same as the picture on the opposite page?
2. In what ways does it differ?
3. Using the picture on this page, trace Peter's route to school.
4. Make a cardboard ruler with the scale from this picture carefully marked along one edge. With this ruler, measure the distance Peter walks going from his house to the school.

5. The picture on this page is not really a picture. It is correctly called a *map* of the neighborhood. Most of the things that you see in the picture on page 14 are shown on the map as *symbols*. What is meant by *symbols*? The *legend* tells what each symbol stands for.
6. Compare the symbols with the pictures on page 14. Do they agree? Are they in the right places?
7. Why use symbols instead of pictures?



A much bigger map

Jimmy and Sue also go to Peter's school. As the twins live too far away to walk to school, they take a city bus to get there. On these two pages you see a map of the part of the city in which Peter and the twins live.



1. Locate the school. Locate Peter's house.
2. Locate the high-rise where Jimmy and Sue live. If you have any difficulty, compare the symbols on the map with the picture you saw on pages 10 and 11.
3. On this map are several bus routes. The legend will help you identify them by name. Write a description of the route that Jimmy and Sue would take in order to get to school. Use the names of buses and streets wherever you can.



4. Notice how the scale on this map differs from the scale on the map on page 15. Explain the difference.

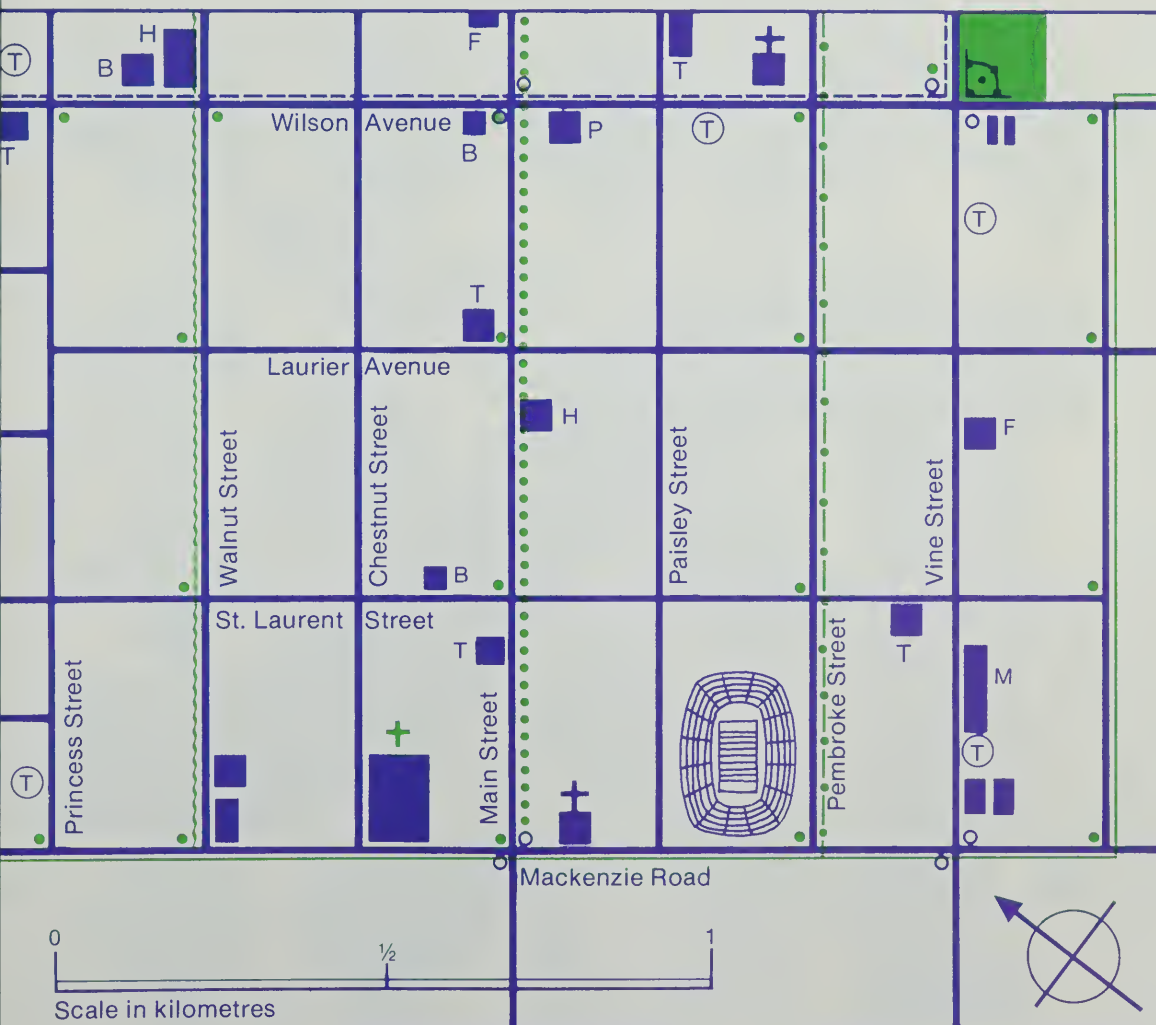
5. As before, make a cardboard ruler with the scale of this map carefully marked along its edge. Measure the distance that Jimmy and Sue must travel in order to reach school.

6. Retrace the route taken by the twins. List the various things you find along the way that give *protection* to Jimmy and Sue.

7. List the various things that offer people in the community *relaxation*.

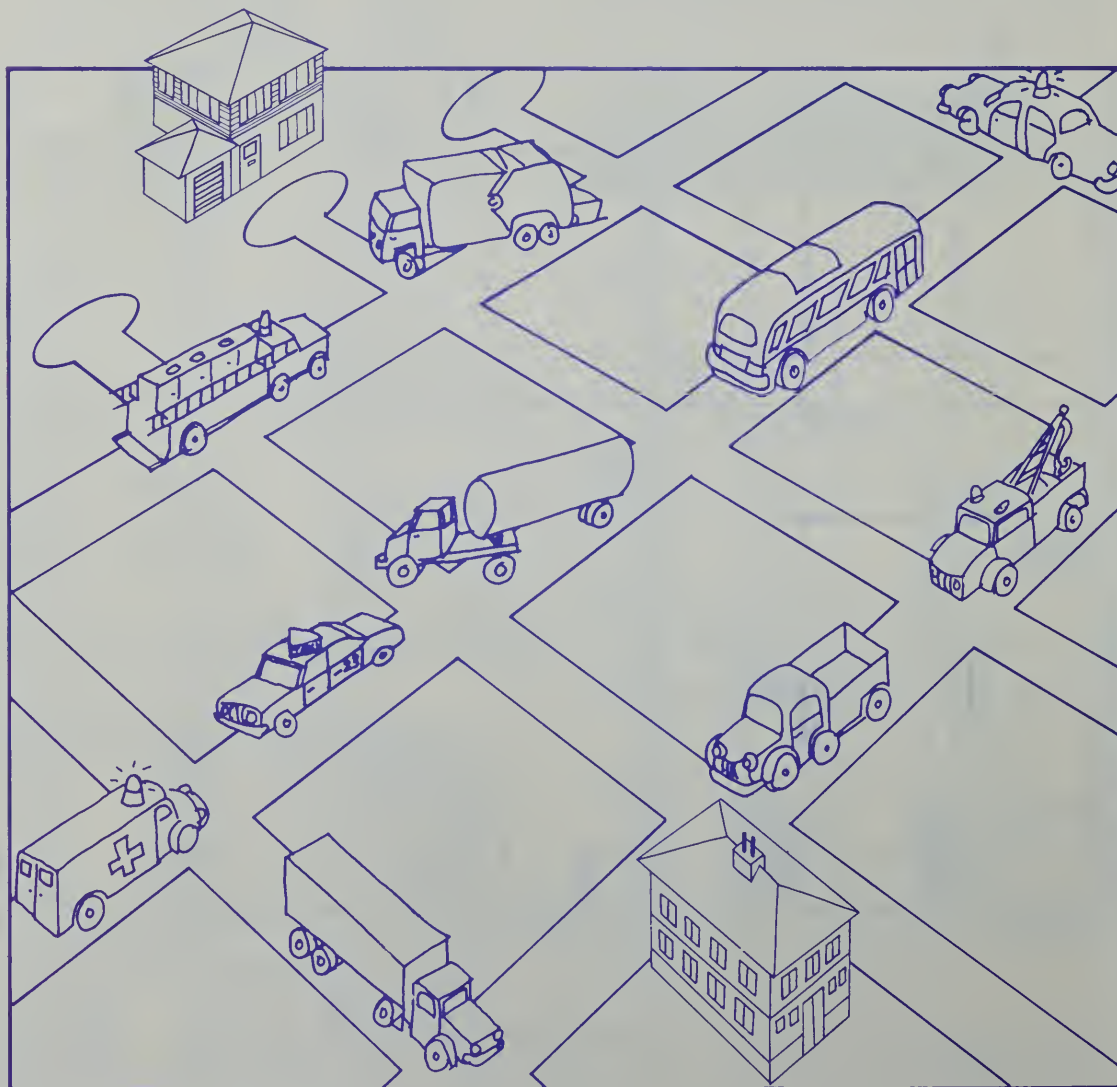
8. List those things along the way that give *shelter*.

9. Similarly, make a list of all those things that are signs or sounds or words that help *communication*.



Look out for cars and trucks

1. All cars and trucks provide *transportation*. Examine each of the cars and trucks in the picture and tell what sort of transportation it is built to provide.
2. Some trucks and cars are built to provide more than just transportation. Identify the ones to which this applies. Explain what each of these supplies other than transportation.
3. Two of the trucks are actually moving in a wrong or unlawful direction. Which ones would these be? Look back to page 14 for extra information.



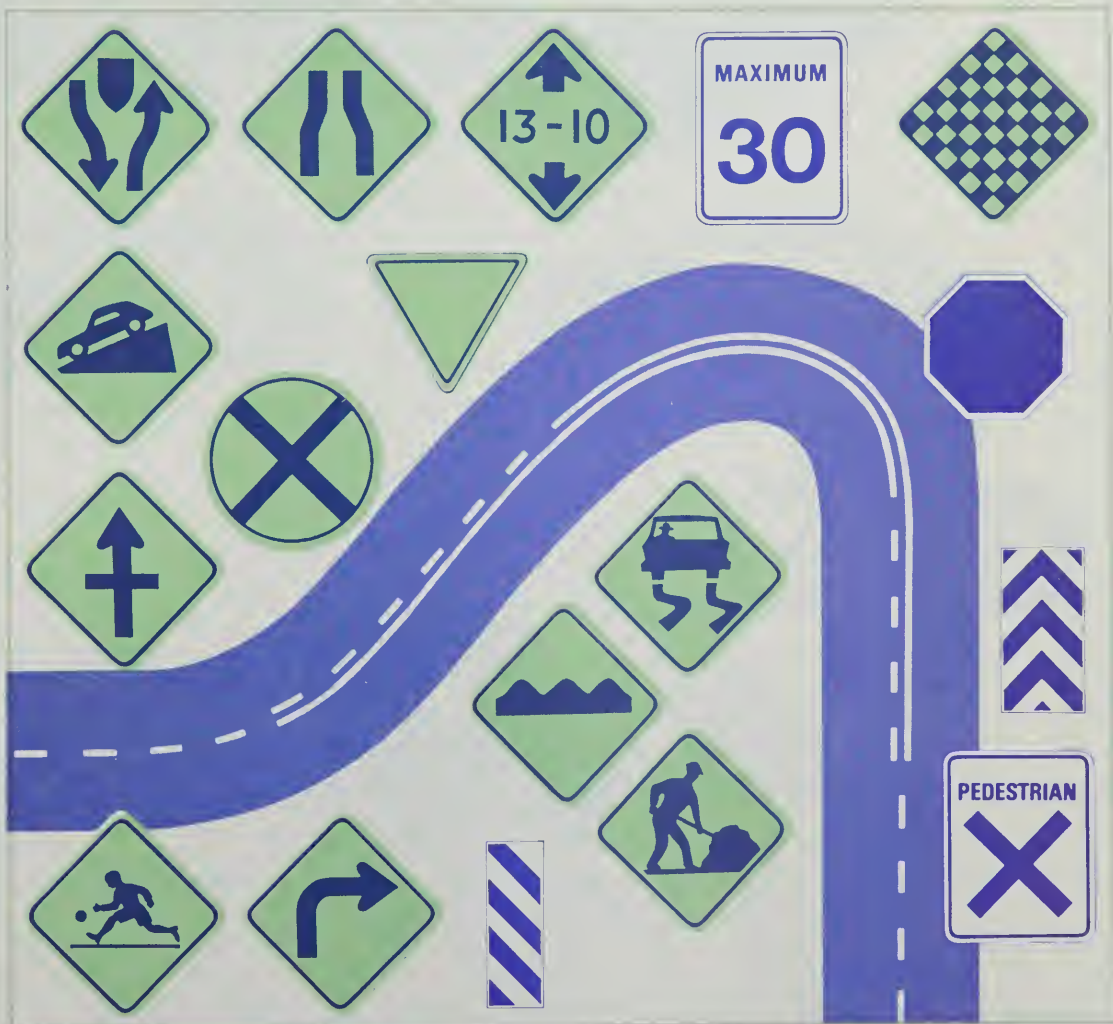
Let's learn to read the signs

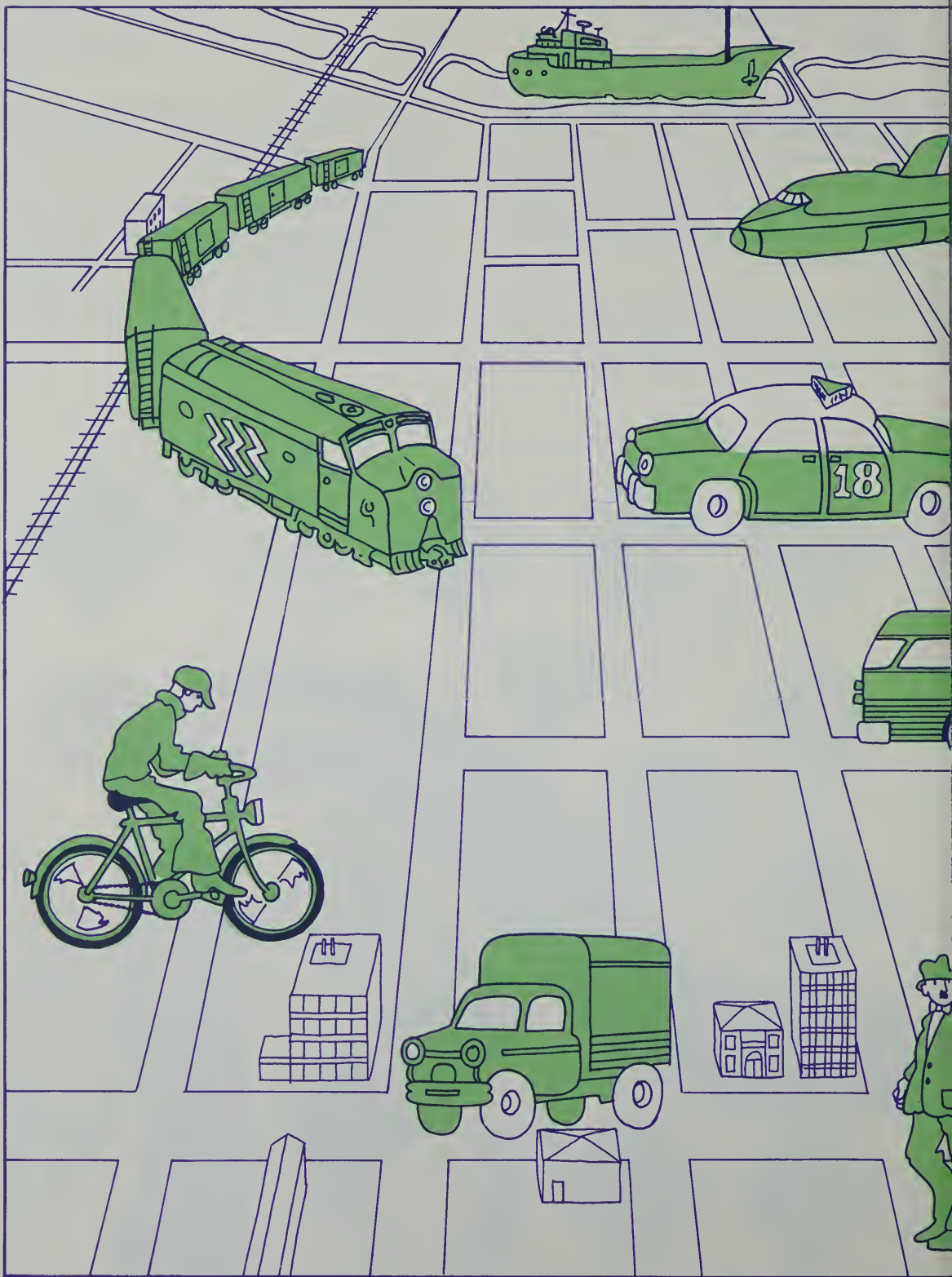
When you walk to school it is important that you obey the *signs* that tell you *where* to walk and *when* to walk.

The person who is driving a car has many signs to watch for. It is important that he knows what each sign means and that he obeys them.

The signs pictured here can be found in most towns. Look for them when you are out driving and learn what they mean.

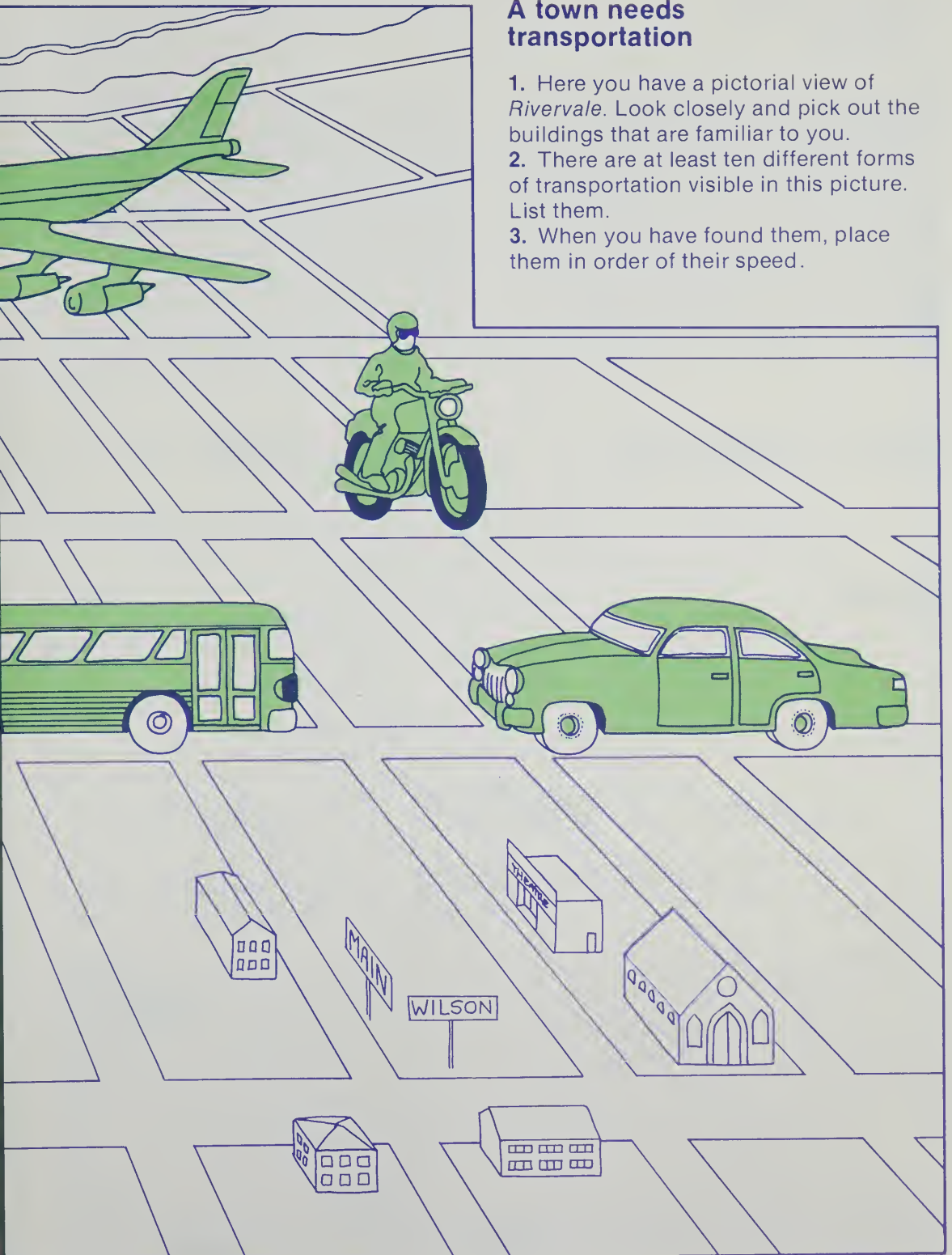
1. Most of these signs are *symbols*. If you remember the map symbols you will know what this means.
2. Two of the signs pictured here normally have words printed on them. Which two signs are these? What are the two missing words?
3. Suppose you were driving a car. What would each of these signs be trying to tell you?





A town needs transportation

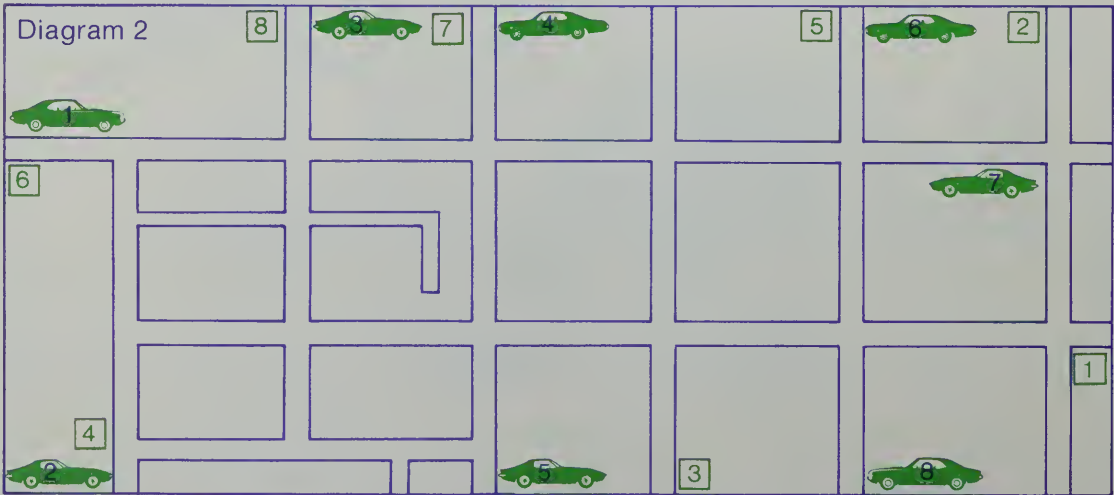
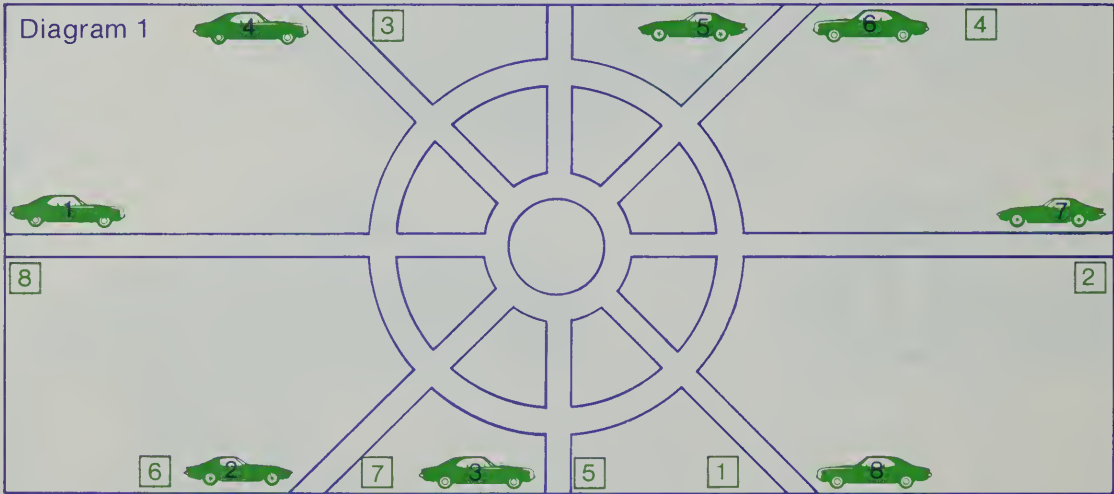
1. Here you have a pictorial view of *Rivervale*. Look closely and pick out the buildings that are familiar to you.
2. There are at least ten different forms of transportation visible in this picture. List them.
3. When you have found them, place them in order of their speed.



The five o'clock rush hour

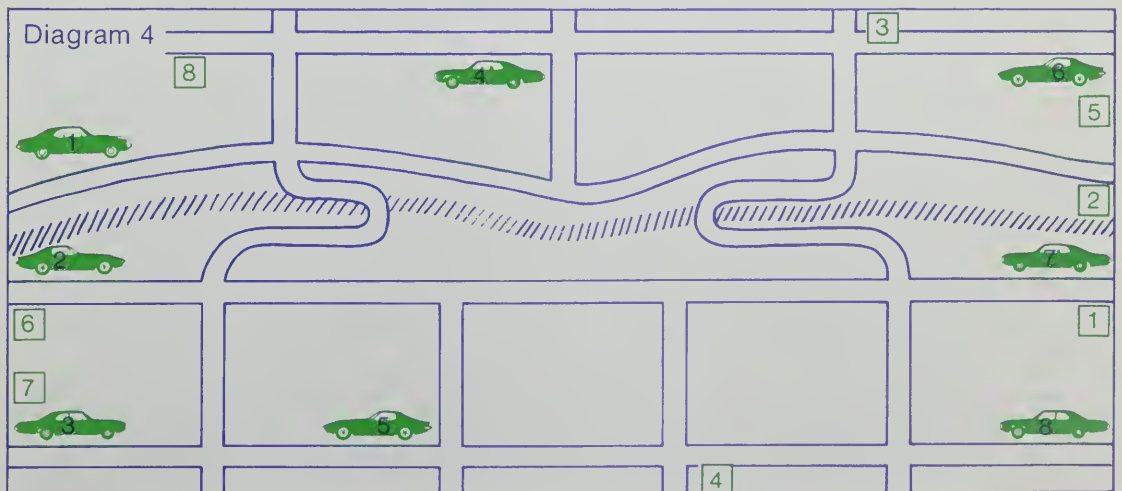
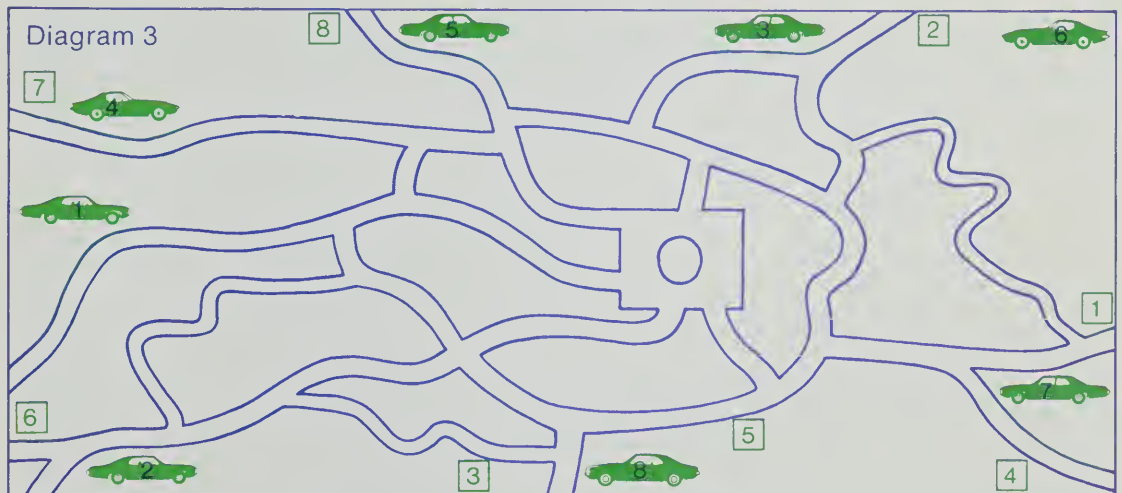
These diagrams show the main streets along which most of the traffic moves in four communities. All four communities have about the same amount of traffic. Suppose it is five o'clock in the afternoon and everyone is trying to drive home from work. The cars suggest the direction in which the traffic is headed. For instance, the flow of traffic marked with a car numbered 1 is attempting to go to a point marked 1.

1. Form into groups of about eight students. Each person in the group will choose a car from Diagram and trace out what he thinks is the best route home.
2. Compare the routes chosen by others in your team. Where do these routes become most heavily entangled?



3. Co-operate with the other drivers on your team in order to decide on other routes that might avoid the traffic snarls.
4. As a group, decide on ways of improving the traffic flow by the use of signs or signals.
5. Examine Diagrams 2, 3, and 4 in the same way that you examined Diagram 1.
6. Which of the four communities do you think has the best street arrangement for traffic? Be prepared to defend your choice.

7. How do you explain the odd looking street arrangements in Diagrams 3 and 4?
8. Do you know any towns with streets arranged like any of those seen in the diagrams?

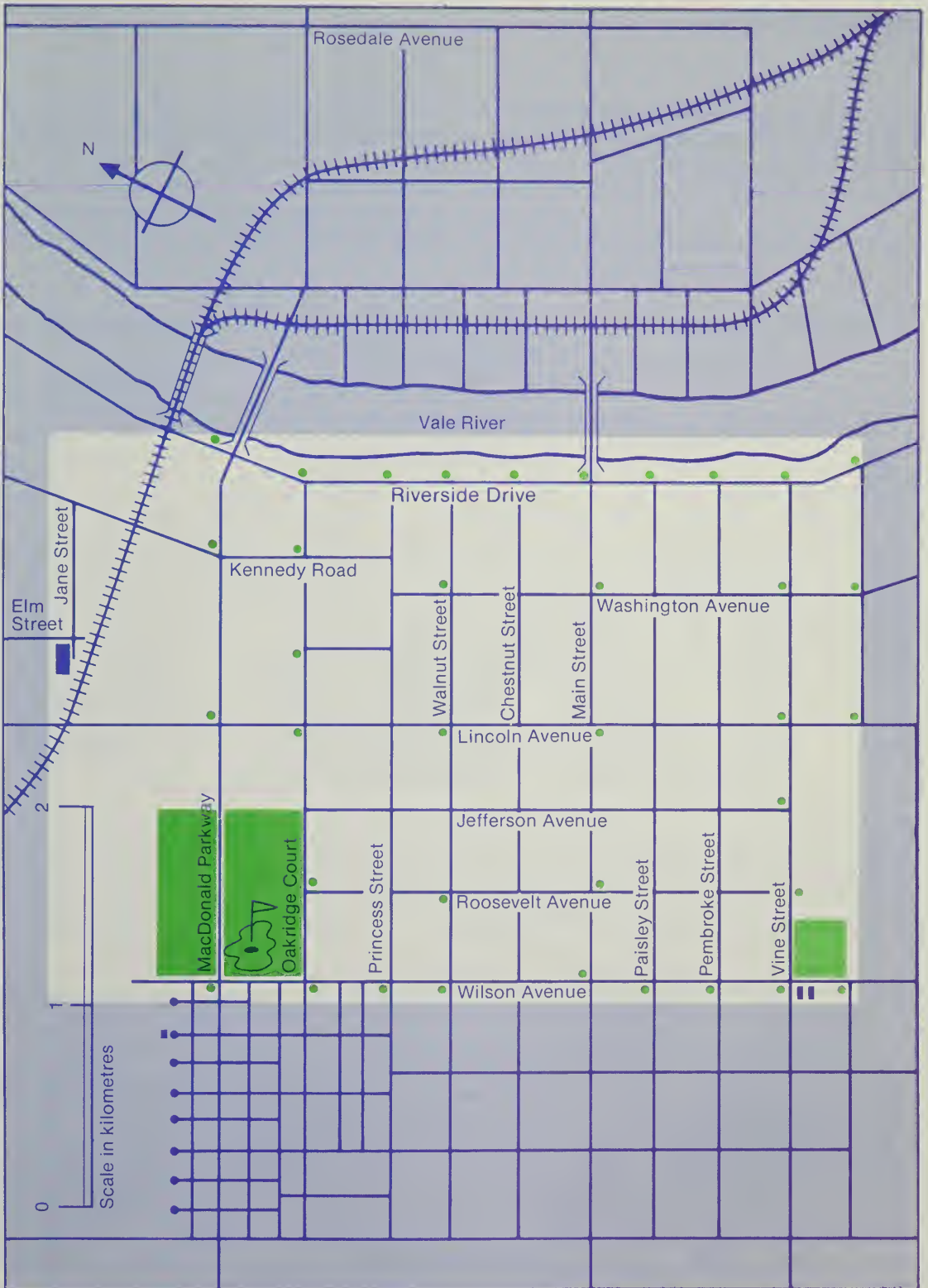


A map of downtown Rivervale

Here is a map of *Rivervale* showing that part of the town seen in the picture on pages 20 and 21. In order to better understand the map, you may want to examine the map and the picture together.

1. Compare the scale on this map with the scales on pages 15, 16, and 17. What do you learn about this map? Why is this important to know?
2. This new map has an arrow symbol with the letter *N* placed at the tip of the arrow. What does this mean? Of what use is this information?
3. Does the street arrangement in *Rivervale* suggest any serious traffic problems?
4. How has *Rivervale* attempted to correct traffic snarls?

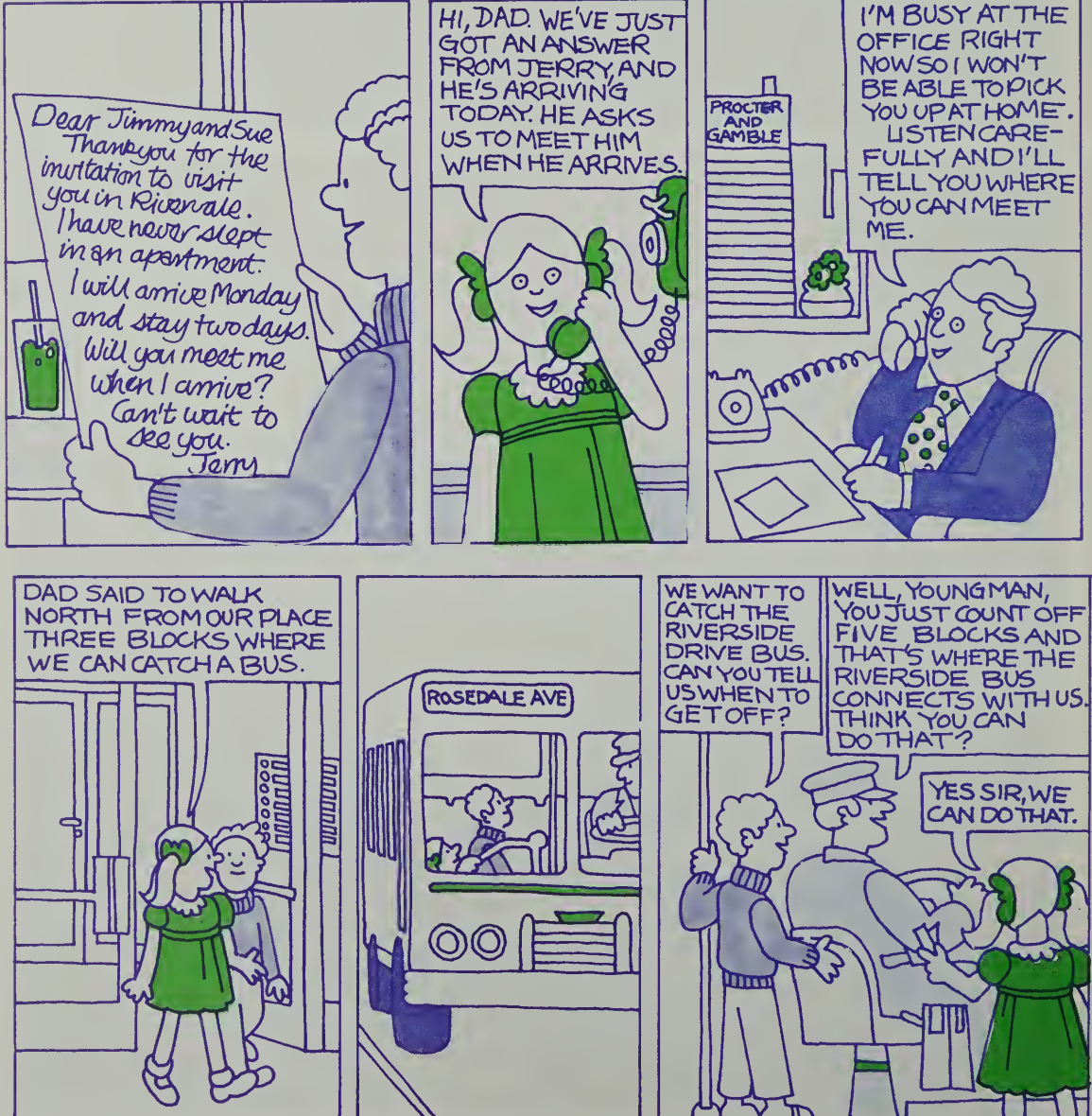




Meeting a friend

Look at the story found on these two pages. Then you will be ready to answer the following questions.

1. Using the map on page 25, trace the route taken by Jimmy and Sue.
2. You will recall that the map had a symbol that looked like an arrow with an N. Is this symbol helpful in tracing the route the twins took?



3. Sue carefully wrote down Dad's instructions so that they could meet him. Now see how clearly you can write down these instructions. Find someone who hasn't read the story, and see if he can follow your directions.

4. Which map symbols have you found important in working out the route?
5. List the different kinds of *communication* that can be identified in this story.
6. List the different kinds of *transportation* that were used in this story.



Rivervale provides protection

The people of *Rivervale* have many kinds of protection. The circles contain services offered by most communities in order to protect their citizens. The boxes contain those things that people want protected.

Money



Life



Possessions

1. Describe each of the activities that are found in the circles.
2. Give reasons why the things mentioned in the boxes are of such value that they need protection.
3. Show how the things we value are protected by some of the activities shown in the circles.
4. Try grouping together those activities that work to protect the same value.

Family



Health



Work

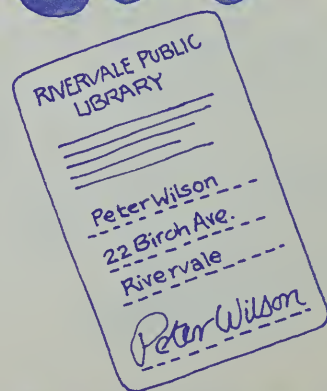


The community offers communication

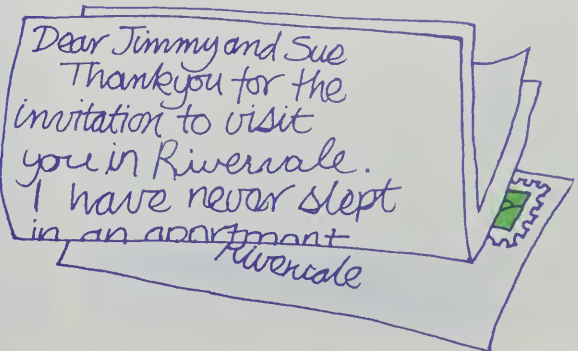
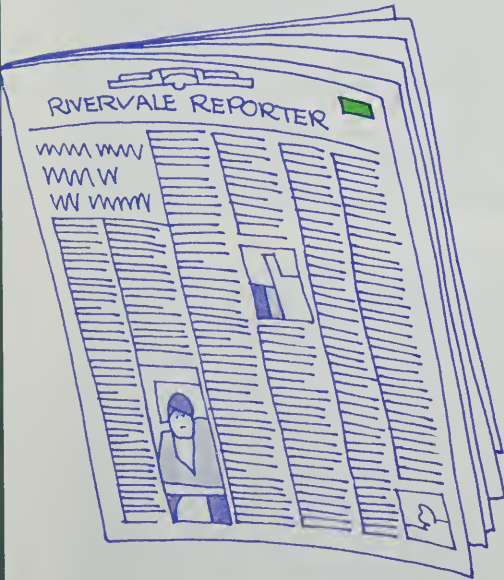
1. Identify the different kinds of communication suggested by each of the pictures that you see on these two pages.

2. The kinds of communication seen here are all considered important, but often for *different* reasons. Write a brief note about each picture telling why you think it offers an *effective* means of communication.

3. Which of the communications shown here demand that you obey, or respond, right away?

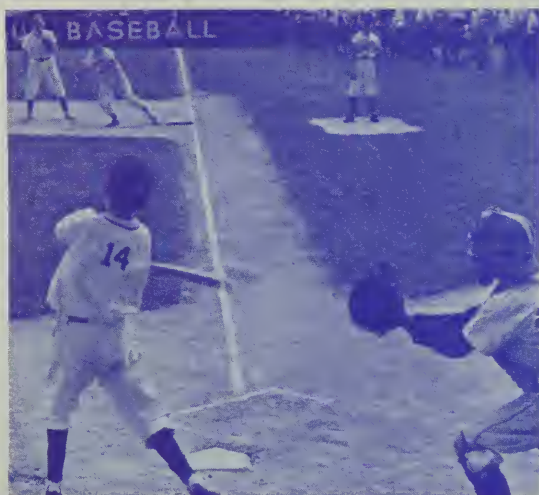


4. Which of the communications require a reply or response, but perhaps not for a couple of weeks?
5. Which ones do not require any response at all?
6. If some of these communications do not demand a response, then why would anyone go to the trouble or expense of making the communication?



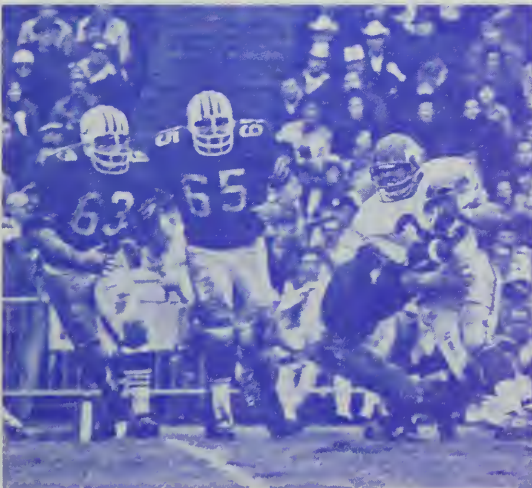
Spare-time activities

Rivervale, like most communities, has many things that you can do in your spare time. Here on these two pages are eight ways to use your time.



1. Identify each of the activities that you see on these pages.
2. Which of these activities do you like to do yourself?
3. Which of them do you like to watch rather than take part in?
4. Which of these activities don't you like at all? Why?

5. Are there any games or sports you like better than the ones pictured here?
6. Check back to your maps of *Rivervale* and see if you can find any of the places pictured here.



Spare-time activities



1. The spare-time activities on these two pages are quite different from the ones pictured on pages 32 and 33. How would you describe the difference?

2. Sometimes these activities are described as *cultural*. What might this mean?

3. Which of these activities would you enjoy going to?

4. Are there any activities shown here that you yourself would like to do?

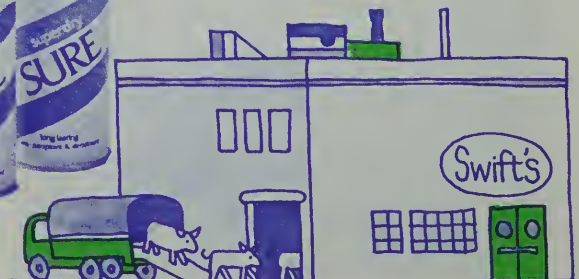
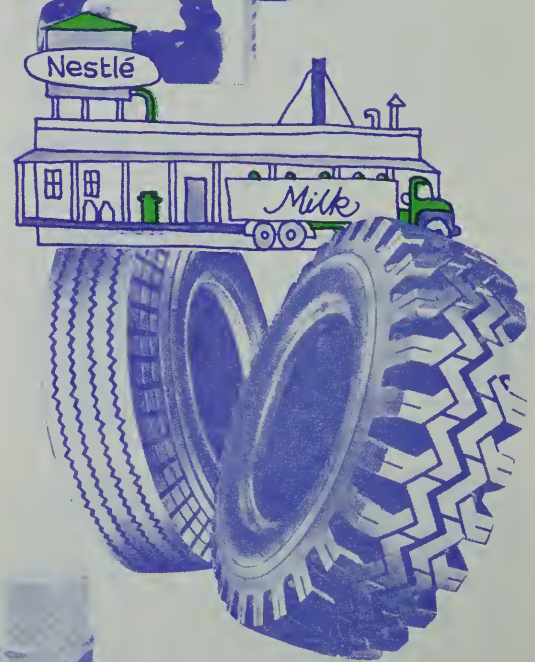
5. If you had to choose between the activities on pages 32-33 and those on pages 34-35, which would you choose?



Rivervale industries make things you can buy

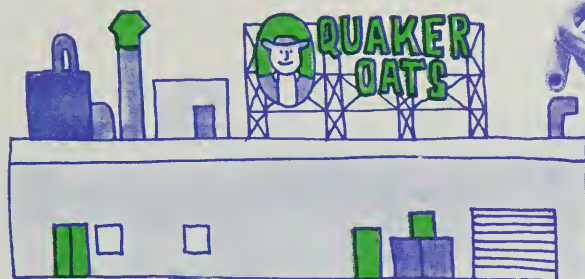
These pages show pictures of the eight most important *industries* in *Rivervale*. The building in which a *product* is made is called a *factory* or a *plant*. Most *plants* make a great variety of *products*.

1. What sort of product is made by each of the factories pictured here?
2. Relate the products that you see here to the factory or plant that makes them.
3. You probably don't know what products *Somerville Industries* make. If you are sure about the others, then the *Somerville* products won't be hard to find. Do you agree?



4. You may be wondering whether *Somerville Industries* is a real industry. How can you find out?

If there is a big industry located near you, write to the manager and ask for a list of all the products that his plant makes.



Rivervale's main street

Most downtown stories either *sell* products or *service* things or simply *sell a service*.

1. Examine this block of stores carefully. Make a list of the articles you would likely be able to buy there.



2. List the stores that sell a service rather than a product.

3. Notice the parking meters. Why are they only found in the downtown section of the main street? How do they work? Could these meters be thought of as another form of protection?

4. Notice the awnings. Might they also be considered as a form of protection? If so, then what are these awnings protecting?

5. What kinds of communication can you identify in this view of Main Street?

6. What kinds of spare-time activities are provided by certain shops?



Rivervale East

1. The map on these pages shows still another part of *Rivervale*. The part of *Rivervale* that lies across the Vale River is called *Rivervale East*. How can you prove to the class that this map is part of *Rivervale*?

2. Compare the scale on this map with the scale on the map found on page 25. What do you learn?

3. Explain how the nearness of transportation lines caused industry to locate in the *Rivervale East* area.

4. Why have the stores and shops in *Rivervale* not found it necessary to locate as close to these same transportation lines?

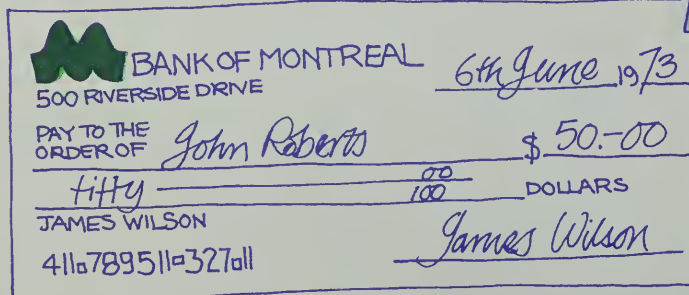
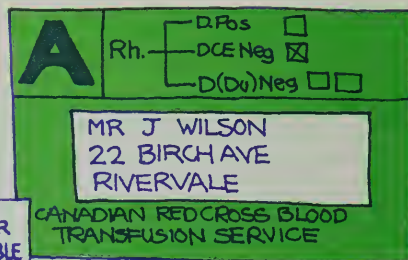
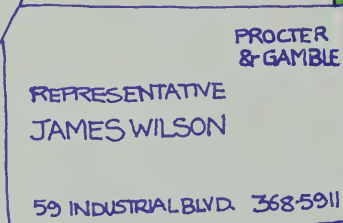


6. Why are there few houses in *Rivervale East*?

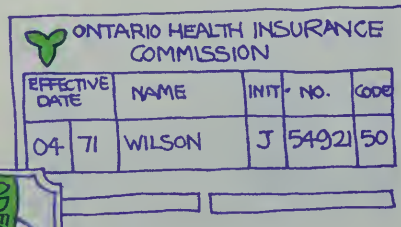


Tickets, cards, and slips of paper

On these two pages you will see a few of the many cards and tickets that we use each day to help us do things.



PROCTER & GAMBLE	
Any errors report to Pay Office	
SEPT 25 73	8.35AM
SEPT 25 73	5.01 PM

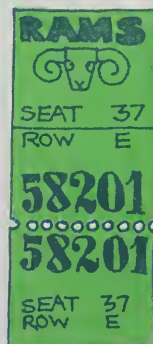
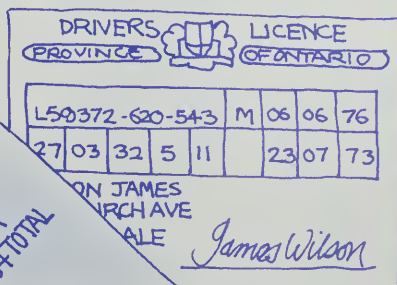
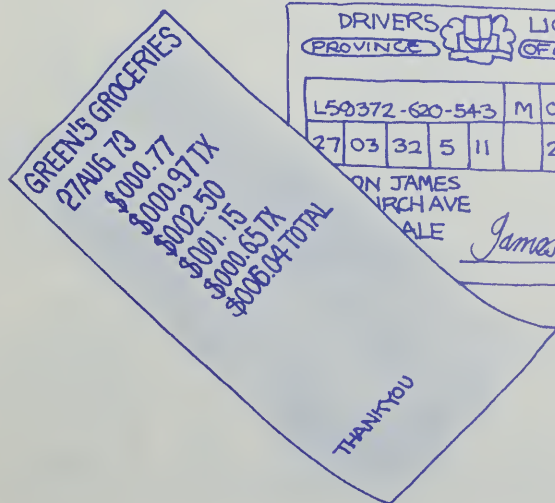
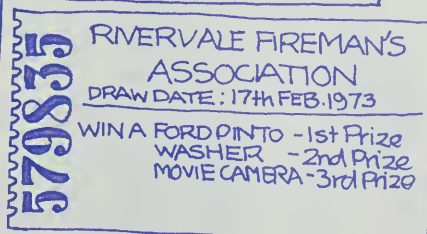
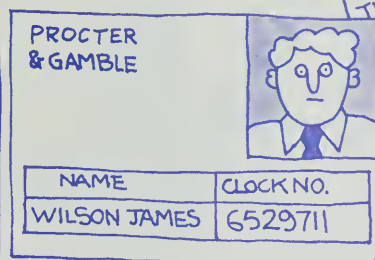


1. Identify as many of these cards and tickets as you can. How is each of them useful?

2. Ask an adult to help you identify the ones you have trouble with. Ask your Dad if he has some of them in his wallet.

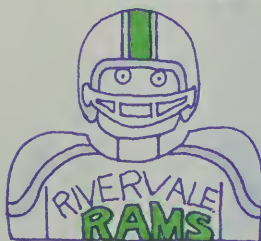
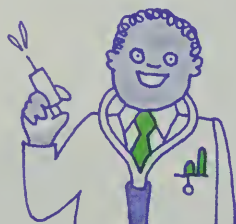
3. Pick out those cards that are used in place of money. When can each of these be used in place of money?

4. Pick out those tickets that let people know you have paid for an article or a service.



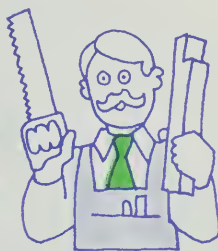
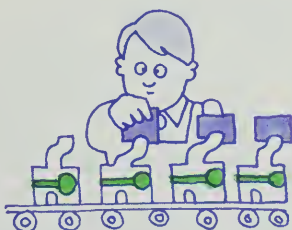
The people who live in Rivervale

The clothes a person wears and the things he carries often tell what he does for a living.



1. Identify what each of these *Rivervale* citizens does for a living. What clues help you decide?
2. Pick out the people that you have met before. In each case recall where you met the person.
3. *Rivervale* people come from all over the world. What suggests this?
4. When you grow up, which of these jobs would you like to have? Why?
5. Which job do you think you would like the least? Why?

6. Choose the three jobs that you think need the greatest amount of education.
7. Choose the three jobs that need the greatest physical strength.
8. Make a list of the jobs you see here that give you protection.
9. Make a list of the people on these pages who work to give you transportation.
10. Make a list of those people whose job is to give you relaxation.



Loyalties

Loyalty means you feel very *close to* or very *attached to* something.

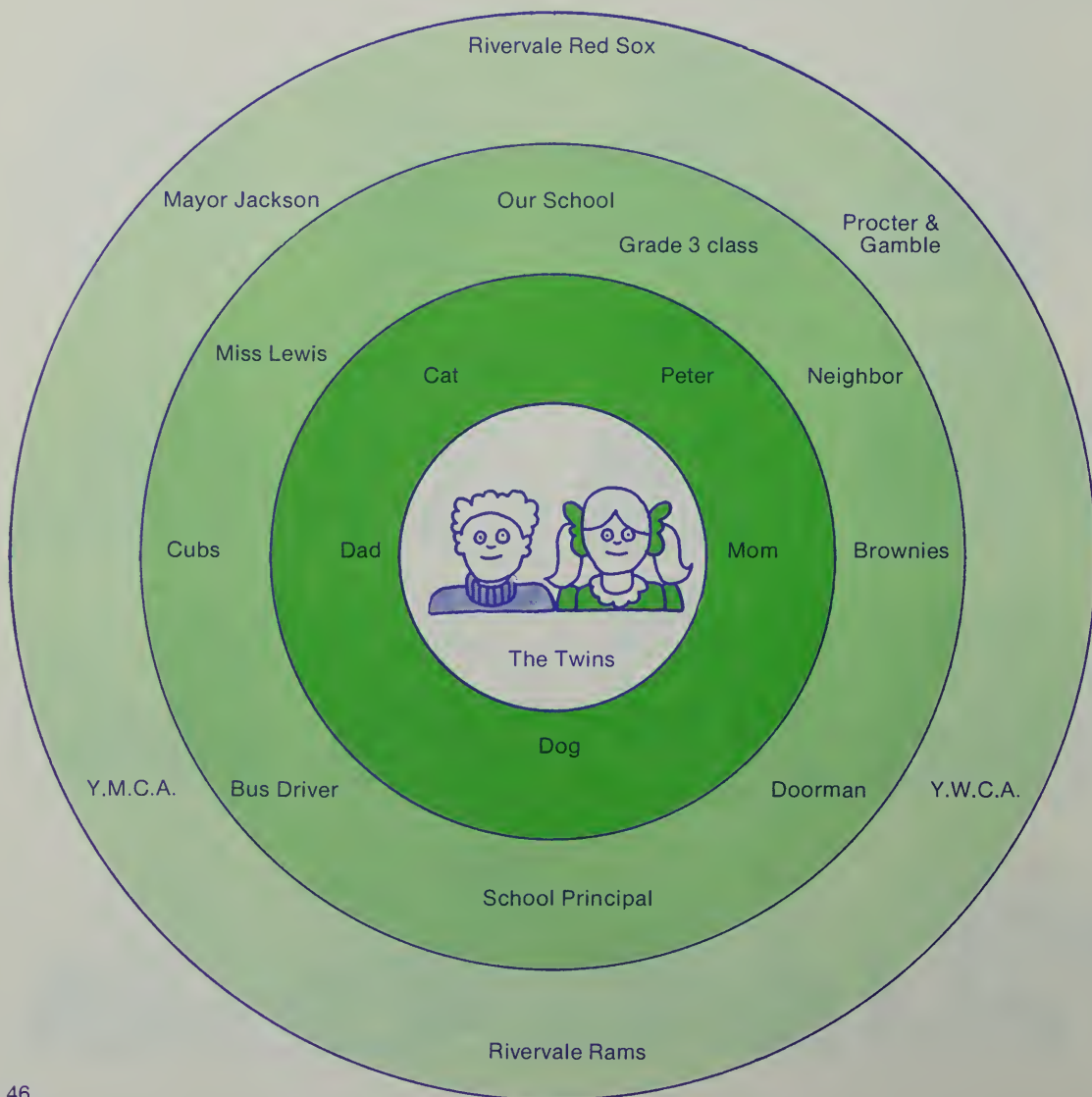
1. The chart seems to say that Jimmy and Sue are closer to each other than to their Mom and Dad. Do you feel this close to *your* brothers and sisters? Where would you place them on the chart? If there are twins in your class, ask them if being twins gives them a special closeness.

2. Why is the chart shown as four circles, one within another? Suggest a name for each of the four circles.

3. Why are there more people and things in the center circles than in the outer one?

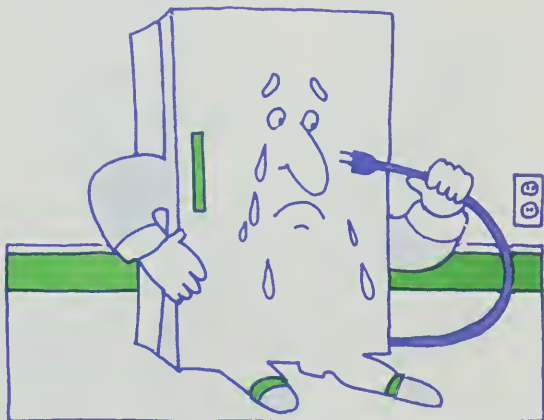
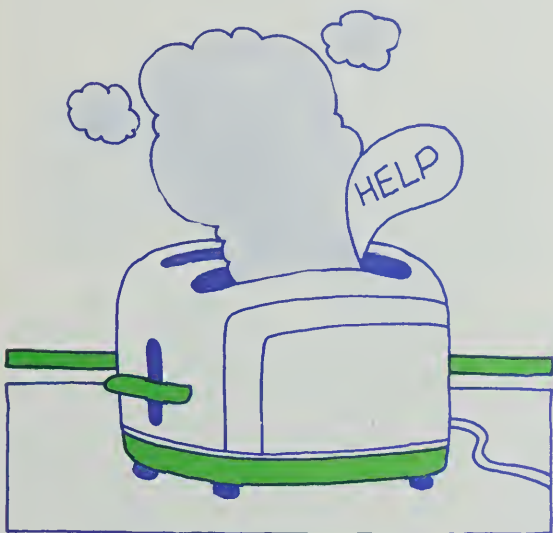
4. If we made a fifth circle outside the others, what name would you give it?

5. Take your notebook and draw your own chart. Place on it those people and things you feel a loyalty to.



Communities provide electricity

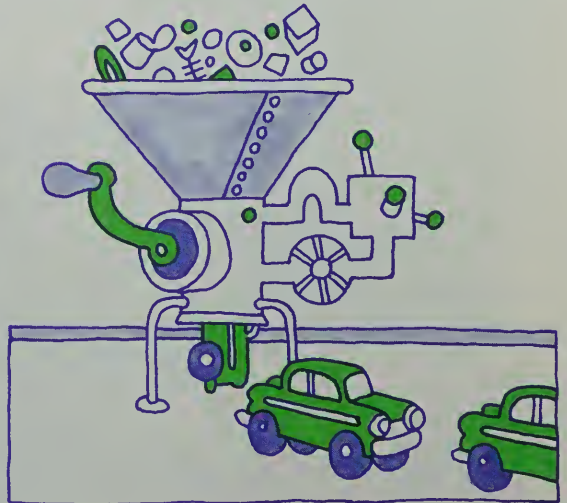
1. Electricity is a current that makes light bulbs glow.
2. Without electricity the refrigerator wouldn't turn cold.
3. Without electricity the washing machine wouldn't wash.
4. Without electricity your toast would never burn.
5. Electricity turns on the furnace that keeps you warm in winter.
6. Electricity turns on the air conditioner that keeps you cool in summer.
7. Without it your television picture would never appear.
8. Remember to turn off the electricity when you don't need it. Electricity costs Dad money.



Garbage is a problem

1. Garbage is a broken pop bottle; garbage is an empty can.
2. Garbage is a candy wrapper; garbage is an empty paper lunch bag.
3. Garbage is anything you decide to throw away.

4. The place to throw garbage is in the garbage can.
5. The garbage truck comes around each week to empty the cans.
6. The truck takes it away and dumps it outside town.
7. The men try to burn it, but the garbage dump grows bigger every year.
8. We must learn to reuse what we now throw away.



What makes the telephone ring?

1. Jimmy decides that he should telephone his friend, Peter. He picks up the telephone and listens for the *dial tone*.
2. Then Jimmy carefully *dials* Peter's telephone number... 555-6565.
3. Jimmy knew Peter's number from memory. If he had forgotten it, he could have looked it up in the *telephone directory*. He would have found it listed under *Wilson*.

4. The number Jimmy has dialed is handled by the telephone company's equipment quickly and without any assistance.
5. The telephone begins to ring in Peter's house and he answers.
6. Remember not to stay on the telephone too long. Others may wish to use it and their call may be important.
7. Remember not to play with the dial. Dad has to pay the telephone bills.



How are letters delivered?

Peter's friend carefully writes Peter's name and address on the envelope.

Then Peter's friend places the right amount of postage in the upper right corner.

Then he is ready to mail the letter in the nearest post box. At about 5 P.M. the letters are collected from the box and are taken to the local *post office* to be sorted and *postmarked*.



Where does the tap water come from?

1. Water is stored in a *lake* or in a *water tank*.
2. The water flows to the *pumping station* where it is *purified* so that you will not get sick from drinking it.
3. The water then flows into your house through *pipes* in the ground.
4. A meter keeps track of how much water you use.
5. Water comes at the twist of the tap.
6. The water pipes also supply the *fire hydrants*.
7. Don't waste water. Remember, Dad has to pay for it.



The Vale River question

One afternoon, a Citizens' Committee went to Mayor Jackson with a demand that some action be taken to clean up the Vale River. They argued that the Vale River was choked with industrial waste and was no better than an open sewer. The smell had been bad enough, but now the fish were dying. What was once a beautiful river with sandy beaches was now covered with green scum and rotting fish.

The mayor agreed with the Citizens' Committee that the Vale River was polluted. However, he did not know what could be done about it.

"If we order the factories to stop throwing their waste into the river, they will answer that they will be forced to close down. Indeed, they say such a step would force them to move elsewhere. So, I say to you, gentlemen, what is more important to you—your jobs or the fish in the river? Keep in mind, too, that if these industries move away, *Rivervale* will lose millions of dollars in taxes. That will be the end of *Rivervale*. Will it matter then what happens to the Vale River? I think not."

1. Is it right to destroy the natural beauty of the Vale River so that the people of *Rivervale* can keep their jobs? Where do you stand on this *question*?

2. If your Dad worked in one of the factories, would it affect your decision on the question?

3. What arguments would you give to the mayor in order to make him change his position?



What would you do?

The voice from the box on the wall boomed out its instructions: "Miss Lewis, please send Peter Wilson and Jimmy Simms to the principal's office, at once!" The voice sounded very stern. Jimmy and Peter were in trouble for sure.

When the boys were taken in to see the principal, they could see that he was annoyed. "Boys," he said firmly, "I have a very serious complaint from Mr. Brown down the street. He says you upset his garbage cans and scattered the garbage half way down the street. When he came out, you both ran away. Is this true?"

"Well, sir," stammered Peter, "Prince didn't really mean to knock over the garbage can. It was an accident. The leash got caught on one of the handles and over it went. And, sir, we didn't scatter Mr. Brown's garbage. The wind was so strong it just blew away. We couldn't help that. We tried to pick some of it up, but Mr. Brown came running out of his house yelling, so we got scared and ran."

"That's the truth, sir," nodded Jimmy. "Besides, if we had tried to run after all that garbage, we would have been late for school."

1. Who is to blame for the upset cans?
2. If you were the principal, what action would you decide upon?
3. It was only natural for the boys to be frightened away by Mr. Brown's actions. Mr. Brown is as much at fault as anyone. Do you agree?
4. Since the garbage would have taken a long time to gather up, were the boys right in deciding not to be late for school? They had been late once before and would be punished if they were late again. What would you have done?



Oakridge Mall

The *Oakridge Mall* is located not far from Peter's home. From the picture that you see here, tell what is meant by a *mall*. Perhaps there is a mall located near you. Compare your mall with the one you see here.



A community within a community

The title suggests that a mall is like a little community by itself. Of course, this is not really the case; but a mall is, in many ways, similar to a community. If the mall can offer shelter and security (protection), a chance for relaxation, comfort, entertainment, communication and transportation, then, in many ways the mall is like a community.

Write in your notebook these headings: *Shelter, Security, Relaxation, Entertainment, Communication, and Transportation*. Under each heading list all the things you can relate to it as seen in the Oakridge Mall pictures.



The Mall provides . . . ?

Keep in mind the headings that you were using in connection with the Oakridge Mall. All of the pictures on this page belong to one of your headings. Which heading applies to all pictures? Pick out things in each of the pictures that relate to the one heading.

In some of these pictures you will find things that relate to other headings. Is this true?





The Mall provides . . . ?

Here again are pictures. All pictures relate to one of your headings. Which one is it this time? Prove it.

The pictures on pages 58 and 59 are arranged in the same way. Again, choose the correct heading. Be prepared to support the heading you choose.



The Mall provides . . . ?

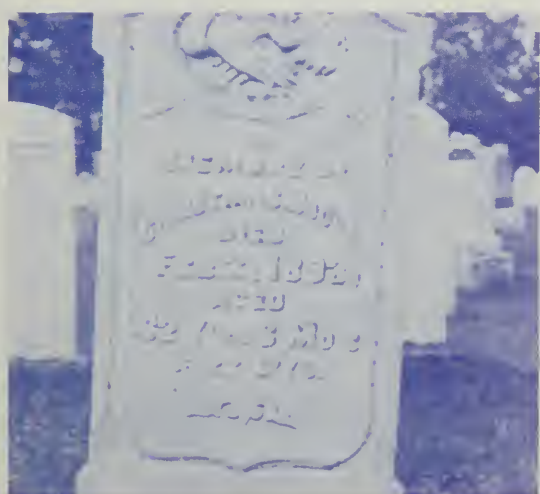
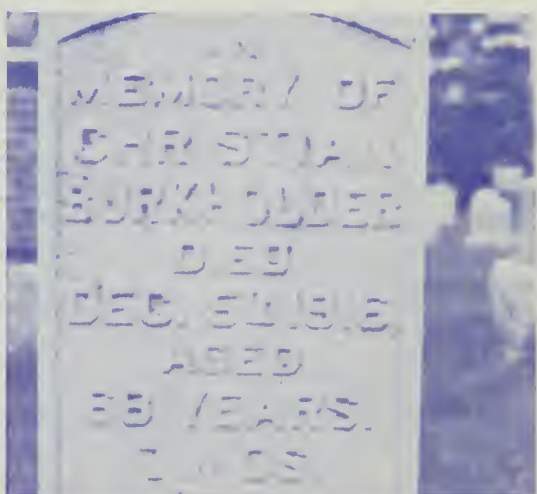
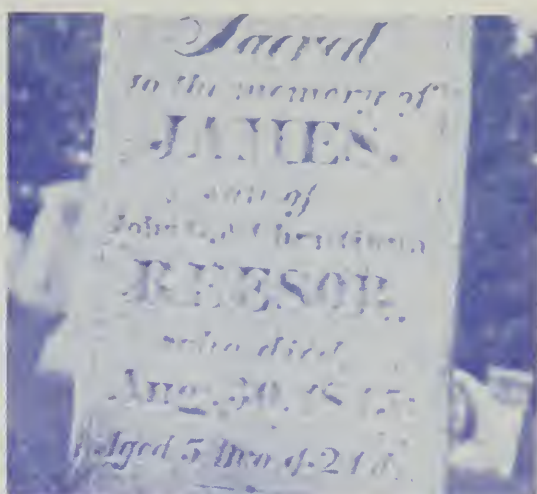


The Mall provides . . . ?



Rivervale's oldest citizens






Rivervale

LEGEND

Bus Routes

Inner City Belt ————

Outer City Belt _____

Walnut 

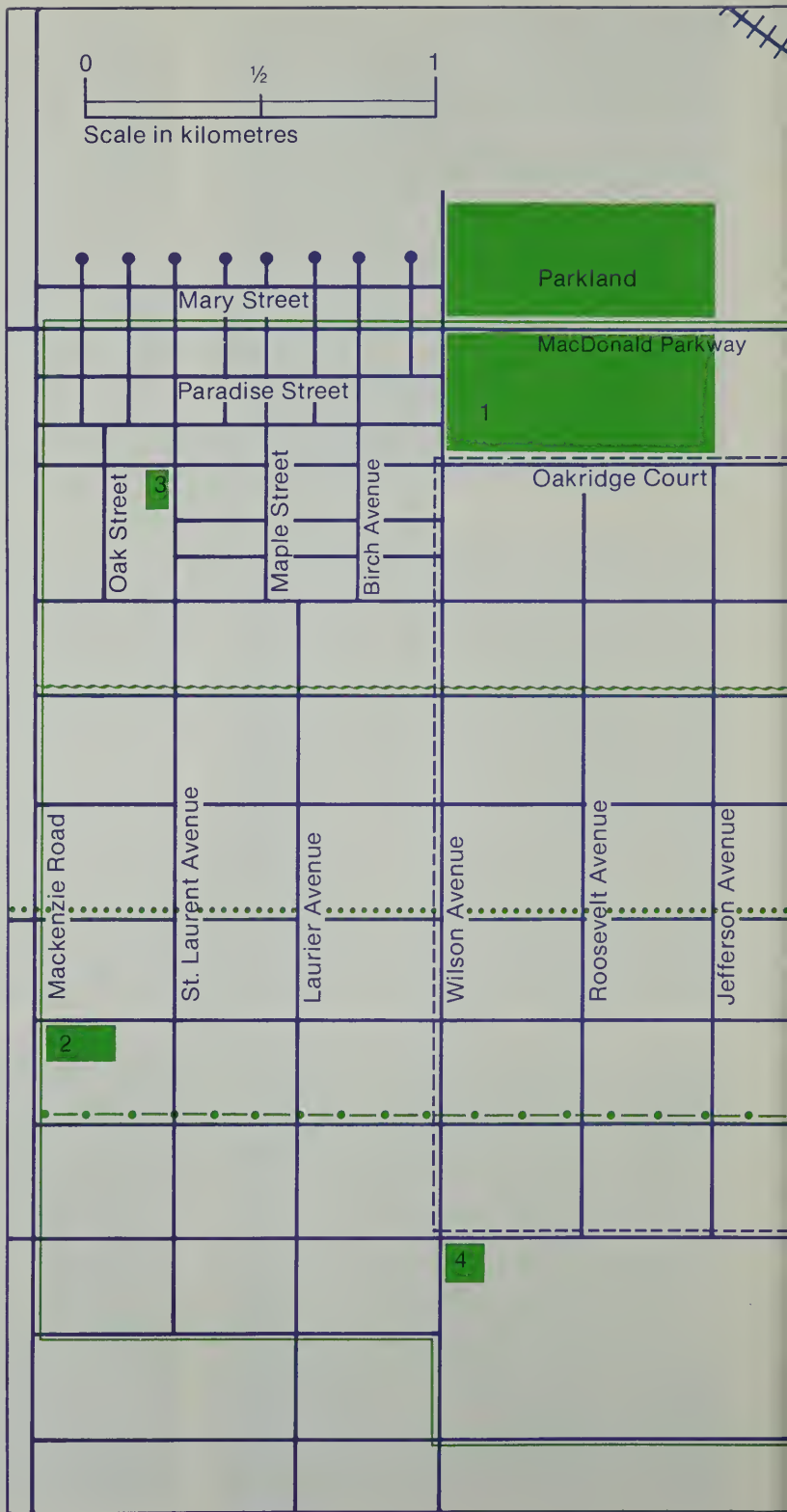
Main

Pembroke ● — ● — ● — ●

Riverside

Queens

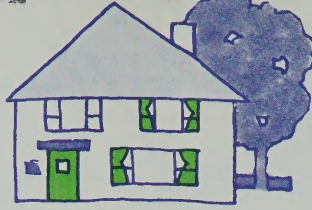
1. Golf Course
2. Football Stadium
3. Tennis Court
4. Baseball Park



What makes a community :



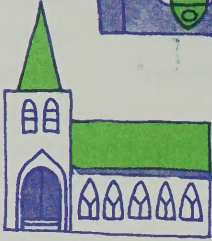
Leadership



Shelter



Security



Religion



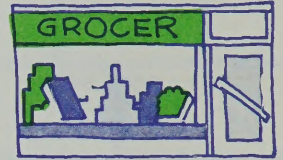
Leisure



Culture



Shops



Education



Services



Sports

Communication



Occupations



Loyalties



Transportation



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MAN IN HIS WORLD SERIES

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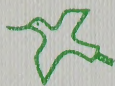
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Man in his world series.

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